Using Videos in Your Course

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Many Types of Goals

• Grab and focus student attention (Bunce, Flens, & Neiles, 2010)
• Bring dry or complicated content to life
• Foster discussion
• Expand the classroom
• Challenge students to apply concepts
• Set the mood (fun, decrease anxiety, or build in seriousness)
• Expand viewpoints, build empathy by hearing from others
• Optional extensions
Example 1
Classical Conditioning

• Illustrate a concept
• Test students’ understanding
• Stimulate a discussion about complexities of the application of constructs
Classical Conditioning

Two events occur closely together, become fused, and react to one as though the other were happening.

**Before Conditioning**
- CS (bell): No reaction
- US (meat): UR (drooling)

**After Conditioning**
- CS (bell): CR (drooling)
- US (meat): UR (drooling)

Can get rid of association through *extinction*.
Video clip from The Office

- https://www.youtube.com/watch?v=9i2rlymfLbE
Clicker Questions

A. Computer beep  
B. Holding hand out for an Altoid  
C. Being offered an Altoid  
D. Sitting at a computer in the office

1. The Unconditioned Stimulus is _______ .  
2. The Unconditioned Response is _______ .  
3. The Conditioned Stimulus is _______ .  
4. The Conditioned Response is _______ .
Example 2
OCD Symptoms and Treatment

• Bring complex phenomena to life
• Expand the classroom
• Build empathy
• Test understanding of concepts
• Foster discussion
Obsessive Compulsive Disorder (OCD)

- **Obsessions** = persistent, intrusive and nonsensical thoughts, images, or urges
  - Attempt to ignore/suppress/neatralize
- **Compulsions** = repetitive and rigid behaviors or mental acts that people feel they MUST do to prevent or reduce anxiety
Example 3
Hallucination Simulation

• Grab attention
• Expand experience, build empathy
• Deepen learning
• Foster discussion
• https://www.youtube.com/watch?v=KYHVbLLO2bU
Example 4

• Set the mood
• Make learning fun
• Decrease anxiety
StatzRap

- https://www.youtube.com/watch?v=JS9GmU5hr5w
Issues to Consider

• Engagement vs. entertainment
  – What’s your pedagogical goal?
  – Connect video meaningfully, give a good set up
  – Interrupt and debrief

• Capturing and keeping attention
  – Not too long without some commentary/discussion
  – Extract the minimum that you need
Issues to Consider

• Pair with other good teaching techniques to increase processing/reflection
  – E.g., Clickers; think, pair, share; minute paper; discussion

• Class size

• Fair use
  – Helpful resource: https://copyright.columbia.edu/basics/fair-use/fair-use-checklist.html
Sourcing

- YouTube
- Textbook publishers
- Library video database subscriptions
  - Ask your department librarian – Library Homepage
  - E.g., Alexander Street (ProQuest)
- News websites
- PBS documentaries
- Facebook feed, professional organizations
- Lots of other sources (try Google video search)
Nuts & Bolts

• Capture the videos
• Embed in PPT
  – But, delete from PPT share with students
• Accessibility
Additional Resources

• Brian Cole in the CER